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ABSTRACT

The Arizona Center for Vocational Education, Northern Arizona University, developed a program to train women in nontraditional careers. Since jobs were plentiful in the field, the program aimed to train 25 women in building maintenance. Project leaders established linkages with union apprenticeship programs and local business and industry employers and established an advisory group. They then made provisions for "readiness" training for potential trainees and developed a curriculum for the course of study. In addition, support services for the prospective students were developed. The target audience was single heads of households and homemakers; 20 women were recruited into the project. The six-month program also included work experience. The program was evaluated as a success, and a handbook based on the experience was created to be used as a model. A concomitant program to train five men as office clerks did not materialize; instead, 10 profiles of men successful in nontraditional occupations in the Flagstaff area were prepared. (The profiles, program materials, and the handbook are included in this report.) (KC)

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# TRAINING IN NONTRADITIONAL OCCUPATIONS

## Final Report FY 1985-86

## 6.0 Sex Bias and Stereotyping

## 6.1.2 Training in Nontraditional Occupations

Submitted by:

A. Hyatt Simpson

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Arizona Center for Vocational Education
Center for Excellence in Education
Northern Arizona University
September, 1986

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## FUNDING INFORMATION


Project Title: Training in Nontraditional Occupations

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Phoenix, Arizona

Contractor: The Arizona Center for Vocational Education
Northern Arizona University
Flagstaff, Arizona 86011



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VOCATIONAL EDUCATION DISCRETIONARY FUNDING
APPLICATION/AMENDMENT DESCRIPTION

Applicant Agency: Arizona Center for Vocational Education, NAU
Funding Category: 6.0 Sex Bias and Stereotyping
6.1.2 Training in Nontraditional Occupations

**Project Description (Delineate in outline form what will be accomplished):** This description should relate directly to the budget. Description must substantiate funding topic, criteria, and resource section. Provide supportive data that verifies applicant's ability to deliver services in this project.

I. Overview: A project is proposed to develop a program, policies, and resources that will reduce and eliminate barriers to entering and succeeding in nontraditional vocational programs.

A. Funding Topic Substantiation (Indication of Need)

1. "In autumn 1974, Lane Community College sponsored a workshop for women interested in nontraditional occupations. The conference title, 'There's a Woman in the Men's Room,' suggested just one of the many problems to be overcome by women seeking to enter the nontraditional job areas--there were no women's restrooms in seven of the major vocational shop areas on campus" (from the Lane Women's Program description in Preparing for a Nontraditional Job).
2. "The stereotype of the female sex role discourages women from being successful in the working world. It rewards women for being noncompetitive and passive, and it discourages them from direct achievement" (Freeing Ourselves).
3. "Choosing a profession relates to both inclination and possession of required skills...women not only tend to avoid professions and occupations that are considered 'unladylike' but also shun the math and science courses which become necessary if they later redefine their concepts..." (from the FACET program description in Preparing for A Nontraditional Job).
4. Of the 50 clients served by the Women in Transition (WIT) program in Flagstaff during the first year of service, all were women; 24% were over age 40, and 75% were over age 30; well over half were divorced or separated.
5. The majority of the women served by WIT had completed high school only; the needs cited most often were assistance in obtaining jobs or training.
6. "Nontraditional jobs may not be right for every woman, but for many they are an opportunity to earn a good salary doing interesting, challenging work. Before choosing a nontraditional field, a woman must be well fortified with information. She needs to explore and weigh her own values, needs, skills, and interests.

Through reading, vocational films, talking with people doing the jobs, getting 'hands-on' experience, and visiting sites where people are working at these tasks, she can gain facts on which to base her decision" (from the Women's Development Center project description in Preparing for a Nontraditional Job).

B. Response to Need
   1. To overcome barriers to entrance in nontraditional careers, establish a model program to recruit, prepare, train, and support students in nontraditional occupations.
   2. Focus on high labor market demand areas as identified by ADE, in the Funding Priority List contained in the resource section of the FY 86 Funding Application Handbook, for areas in which to provide training.
   3. Provide job skill training components as outlined in Fig. 3.3.7 of the FY 86 Funding Application Handbook (see attached).
   4. For recruitment, coordinate with DES, JTPA, and a local CBO which is oriented towards serving displaced homemakers and single parents (see attached letters of assurance).
   5. Arrange with appropriate employers in the northern Arizona area to provide on-site training and/or work experience (see attached letters of assurance).
   6. Arrange with apprenticeship programs in the Flagstaff area to facilitate and integrate pre-apprenticeship training into this project (see attached letter of assurance).
   7. Establish an advisory committee of participating businesses, industry, CBO's, and apprenticeship programs to design training components.
   8. Prepare a model program implementation report to detail the steps of the process and provide documentation for future duplication by other organizations.

C. Previous Related Experience of the Applicant
   1. The Arizona Center for Vocational Education has a 3-year track record in Adult Training Programs, Professional Development/Inservice, Curriculum Development, and Research.
   2. A few of the relevant projects previously administered by the Center include:
      a. Adult Training
         (1) Women In Transition
         (2) PHASE
         (3) Industry Training Service
      b. Professional Development/Inservice
         (1) Employability Skills Conference
         (2) Shadowing and Exchange Experiences
         (3) Guidance and Counseling
      c. Curriculum Development
         (1) Food Production/Food Service Pilot Training
         (2) Electronic Gaming Repair
         (3) JAG Job Skills

TRAINING IN NONTRADITIONAL OCCUPATIONS

Final Report FY 1985-86

Project Objectives

I. Beginning immediately and ending by December 15, 1985, develop a plan for a training program which will recruit, prepare, train, and support at least 25 women in Building Maintenance, and at least 5 men in the area of General Office Clerk.

A. Preparation and Training Component Outcomes

1. Establish linkages with union apprenticeship programs and local business and industry employers.

**Accomplishment:** By December 15, 1985, the Training in Nontraditional Occupations (TNO) staff had met and established linkages with: a representative of the Carpenters Union local, Coconino County JTPA staff, representatives of Flagstaff Community Schools and Yavapai College, and 17 people representing 12 employers in Flagstaff. The outcome of these linkages was input as to the best means of delivering a Building Maintenance Training program for women.

2. Form an advisory group of representatives from A(1), WIT, Yavapai Community College, and members of the community who are themselves in nontraditional occupations.

**Accomplishment:** By December 15, 1985, an advisory group was formed, consisting of local employer representatives. At the time the first meeting was held, discussions were still under way with Yavapai College and Flagstaff School District, to determine how the training could be delivered in Flagstaff. The outcome was recommendations on what skills should be taught in a Building Maintenance training program. The agenda, handouts, and minutes of the first meeting are on file in the project office.

3. Working with WIT, appropriate "readiness" workshops will be planned, designed to assist students in overcoming the barriers to entering nontraditional occupations.

**Accomplishment:** By December 15, 1985, agreement had been reached with Wo/Men in Transition that their staff would present their regular workshop materials as part of the TNO training program.

4. Working with Yavapai Community College and other advisory group members, design a program of competency-based classroom training and work experience appropriate to the training areas selected.

**Accomplishments:** After discussions with individuals from Yavapai Community College and Flagstaff School District, it was determined that there was no provider who could offer training in Building

Maintenance in Flagstaff within the program year. On the advice of a committee member, contact was made with the head of Northland Pioneer College's Building Occupations/Maintenance program. As a result of that discussion, it was agreed that NPC could gear their existing program in Building Maintenance to meet this project's objectives. The outcome was a 4-month long course designed around NPC's regular 22 credit certificate program. The committee reviewed the curriculum outline and approved it. The curriculum outline, course descriptions, and course outlines for each class are on file in the TNO project office.

5. Develop a plan for establishing and maintaining a support group of the trainees thoughout the program.

**Accomplishment:** The plan is on file at the project office.

6. Target audience will be members of the community in need of training or re-training.

**Accomplishment:** The target audience was identified as single heads of household and homemakers.

7. Evaluation will be based on the plans on file.

**Accomplishment:** The evaluation plan was developed and is on file at the project office. See Objective III below for evaluation outcomes.

B. Recruitment Component Outcomes

1. Working with WIT, an outreach plan will be developed and implemented.

**Accomplishment:** By December 15, 1985, an outreach plan was developed, and is on file at the project office. See Objective II for outcomes.

2. Working with WIT, JTPA, DES, and participating business, industry, and apprenticeship programs, a recruitment plan will be developed and implemented.

**Accomplishment:** By December 15, 1985, a recruitment plan was developed and is on file at the project office. See objective II.1 for recruitment outcomes.

3. Working with the advisory group, develop a plan for evaluation of the project.

**Accomplishment:** By December 31, 1985, a plan for evaluating the project was developed. The plan is on file at the project office.

II. Beginning December 15, 1985 and ending by June 15, 1986, prepare, train and support at least 25 women in Building Maintenance, and at least 5 men in the area of General Office Clerk.

1. Implement plans developed under section I, above.

**Accomplishments:** Outreach and recruitment for the Buiding Maintenance Training for Women were accomplished in January. Press releases were sent to newspapers throughout northern Arizona. Classified ads were also placed in several of the newspapers. Announcements and fliers were sent to over 100 social service and community organizations, and appropriate professionals in northern Arizona. Local DES offices were contacted, and they provided considerable assistance in recruitment.

Preparation and Training: Twenty women were enrolled in the program by the second week in February (the objective was 25, but NPC placed an enrollment limitation of 20--a policy concerning construction programs). Classes started on February 26. At the end of April, 5 participants were dropped from the course for various reasons. Fifteen participants completed the program and received a Certificate of Applied Science in Building Maintenance/Occupations, as shown in the commencement brochure enclosed in the last report.

Support: Prior to the end of April, 1986, all 20 enrollees had received assistance through WIT for tuition, fees, books, and tools, as well as career counseling. Statistics for the remaining 15 participants show that all received career counseling and job readiness instruction. Also through WIT, 5 received transportation assistance and 7 received day care assistance.

Work experience was incorporated into the program; the class was involved in repairs on the campus, landscaping, and the construction of an observatory for NPC.

Clerical Training for Men: As reported earlier, effort was made to provide clerical training for 5 men through the Native Americans for Community Action (NACA) JTPA program. As this was unsuccessful, an alternative component was suggested by Jenny Erwin in a memo dated June 2, 1986. The suggestion was "to identify at least ten males in the Flagstaff community to serve as role models for recruiting students in FY86-87," and to "write a brief profile similar to those in 'People Talk About Their Nontraditional Jobs,' for Carol Ferlazzo, New Frontiers." The profiles are presented in Appendix A of this report.

III. Beginning July 1, 1986 and ending by August 30, 1986, conduct follow-up of program trainees, and evaluate project according to evaluation plan developed under objective I.

**Accomplishments:** By August 30, 1986, the follow-up and evaluation were completed. The instruments are on file; results of the evaluation are shown in Appendix B of this report. The follow-up instrument is on file; the results of the follow-up are found in Appendix C.

IV. Beginning September 1, 1986 and ending by September 30, prepare report on entire project, describing the processes involved and their costs.

**Accomplishment:** The report is presented in Appendix D.

V. Vocational equity is the intent of this funding topic, as it proposes to "provide relevant training and vocational activities to men and women to enter nontraditional occupations;" nevertheless, this project will make the necessary adaptations to curriculum materials to eliminate sex-stereotyping, and will integrate the use of role models into teaching strategies.

**Accomplishment:** Northland Pioneer College's standard texts were used for the class. The instructor, Jim Richmond, is one who has a reputation for his work with women's issues in education, and presents materials so as not to discriminate against any group. As reported previously, women working in the field of Building Maintenance Occupations were brought to one of the weekly job-readiness sessions as role models.

# APPENDIX A

## Profiles of Men in Nontraditional Occupations

PRE-SCHOOL TEACHER
Ponderosa Head Start--NACOG

Hank Anaya

- Age: 30
- Length of time on job: 7 years
- Education/Training: High school diploma, on-the-job training, AA degree in Early Childhood Development
- Previous jobs: youth coordinator, games director for Boys Club, saw mill laborer, tree planter, custodian, special needs resource teacher.
- Job Description: Working with a team of teachers, supervises the play and structured learning activities of 21 pre-schoolers aged 3-5. Activities include such subjects as art, science, pre-reading skills, nutrition, and culture. Attends parent meetings (similar to PTA), conducts parent-teacher conferences, administers developmental tests to children, makes home visits, and participates in health and dental screening of children.
- Hours: 38/week,
- Salary range: $5,000-7,000 (9 months)

Hank Anaya attributes his appreciation of children to being the eldest in a family of 10 children. He chose to work as a Head Start teacher because he enjoys children and finds it rewarding to work with families in need. In fact, he enjoys it so much that he holds down a second year round job--he cannot adequately support his family on the pay of a pre-school teacher.

Hank had a brief stint with Head Start as part of his high school work experience. After graduation, he tried some other types of work, and later came back to Head Start to work as a Special Needs Resource Teacher. Working with the special needs children administering hearing tests and developing their educational plans made him realize how much he wanted to work with children. Hank finds that being a male pre-school teacher has its benefits, as some children seem to respect his authority more, and he provides an alternative role model.

In the future, Hank would like to return to school to complete a bachelor's degree in Early Childhood Development or in Special Education. He might want to be an administrator some day, but for the foreseeable future he enjoys the classroom environment.

COSMETOLOGIST
Corporate Hairquarters, Flagstaff

Dennis Brown

- Age: 31
- Length of time on job: 11 years in the field
- Education/training: 1800 hours for cosmetologist license, plus 500 hours to become a certified instructor of cosmetology
- Previous jobs: instructor of cosmotology, baker (while in training at Beauty College)
- Job description: hair cutting and styling, manicuring (including artificial nails), and consulting on makeup and fashion.
- Salary: average of $4,000 per month
- Hours: varies--10-12 hours/day, 5 days a week

Dennis Brown owns his own shop, and has 9 employees. He loves his work, and right now he wouldn't think of doing anything else. When he graduated from high school, he started taking couses in accounting at the university. But he soon found that he was not really interested in accounting or college. The owners of the Beauty College, who were friends of his, suggested that he try their program. To his surprise, he enjoyed it, so he stayed with it and got his license.

One of the things Dennis liked was that he was using his hands--something he had always enjoyed. But he has also found the work satisfying because he is able to see results, and see the finished product. He is gratified to frequently see someone walk out the door feeling better about themselves than when they came in.

While he hasn't encountered any particular disadvantages to being a man in the profession, he has discovered an advantage--that women often prefer a man to do their hair. Dennis feels that for anyone to be successful in the field of Cosmentology, they must be able to handle the public. And, as with any highly competitive field, it is necessary to stay current with the changing trends. Cosmetology offers both men and women many opportunites for personal growth, according to Dennis. Things are always changing in the fashion world, so there is a constant need for learning and training.

REGISTERED NURSE
Flagstaff Medical Center

Robert Cashman

- Age: 39
- Length of time on job: 1 1/2 years
- Education/Training: AA degree, nursing; BA degree, elementary education
- Previous jobs: foundry worker, construction, medical assistant, orderly
- Job description: Individual patient care
- Salary: $9.50-$12.00/hr, depending on shift
- Hours: 40 hour week, shifts

After becoming burned out from 6 years of elementary school teaching, and then trying various other jobs, Robert Cashman decided to become a registered nurse. He went back to school and otained an Associate's degree, and then came to work as a Registered Nurse at the Flagstaff Medical Center.

Robert likes the helping aspect of nursing, and the flexibility of the work. His responsibilities for patient care are comprehensive; as he says, nurses are "the eyes and ears of the doctor". They must keep the doctors informed of all aspects of a patient's progress. When he first started working with the Flagstaff Medical Center, he was assigned full-time to the Home Health Program, where he cared for an individual in the home. He now works part time with Home Health, and part time in the hospital on the night shift.

One of the advantages Robert sees of working in the nursing profession, is the flexibility of the job market. There are many possibilities for different types of nursing positions, and there are always openings. He feels that the pay is adequate, and the work is rewarding. He sees the Home Health program expanding, and hopes to return to it when he can have the opportunity of working with several clients.

EXECUTIVE SECRETARY
Navajo-Hopi Indian Relocation Commission

Erle Endfield

- Age: 34
- Length of time on job: 3 months in current position
- Education/Training: High school busines courses and an AA Degree in Office Administration
- Previous jobs: Secretary, Ward Clerk, Executive Secretary, Youth Services Coordinator, Job Developer, Clerk-Stenographer.
- Job Description: As Executive Secretary to the Administrative Staff of the Commission, he is responsible for all correspondence, keeping files on fiscal, technical, and statistical matters, completing and processing reports, making reservations for travel and accomodations for staff, issuing bulletins and circulars for the administrative section, and opening and distributing mail for the section. He is also responsible for supervising the office when the administrative coordinator is away.
- Pay range: $7.69/hr
- Hours: 40 hours/wk

When asked why he liked office work, Erle had a very definite response--he likes public contact. He likes people and likes working with them. But he also enjoys typing and office work, and more important, he likes being organized as well as organizing. Perhaps it started when his mother used to take him into the office when he was little, and he found himself fascinated with her shorthand "scratchings" and the office machines she used. In high school he took typing and shorthand, and then went to a community college with the goal of becoming an administrator or executive secretary.

Erle has a philosophy about what it means to be a secretary: "Being a good secretary isn't just typing, shorthand, etc. You need to be an assistant to the person you work for--be able to run the office without them worrying about it. Administrative capabilities are important!" This professional attitude has apparently paid off, as he has frequently been promoted because "people recognize it when you do good work."

Long range, Erle's goal is to become an administrator with his tribe. Long, long range, he hopes to develop his own office services business. Also in the future is the completion of a bachelor's degree.

SWITCHBOARD OPERATOR
Coconino County

Bud Hackett

- Age: 64
- Length of time on job: 2 1/2 years
- Education/Training: Degree in music; on-the-job learning about switchboard.
- Previous jobs: piano teacher, motel manager
- Job description: operates switchboard for all county offices--answers questions and refers calls to appropriate department; receptionist; prepares vouchers for finance department.
- Hours per week: 20
- Salary range: $4.59-5.13/hr

The qualifications for this position included being able to spell and count. But what drew Bud Hackett's attention were the hours. He wanted a part time job which he could leave behind at the office when he went home. He shares the job with a woman--he works mornings and she afternoons. This allows him the flexibility that he wanted as a retiree, to pursue his personal interests.

What Bud likes about the job is that it is people-oriented, allowing him to see and meet many people from all walks of life. Bud is very outgoing, and is also very organized--he gets along well with the numerous county personnel he works with, as well as the public. Patience, liking people, and a good sense of humor are part of what make him successful in this job.

NURSING ASSISTANT
Flagstaff Medical Center

Ron Hackett

- Age: 25
- Length of time on job: 13 months
- Education/training: high school diploma, on-the-job training.
- Previous jobs: phlebotomist, trauma center technician
- Job description: assisting professional nursing staff, general patient care.
- Hours: 40 per week, shifts
- Salary range: $4.67-5.57/hr

When Ron Hackett graduated from high school, he was not sure what kind of career he wanted to pursue. He was looking for work however, when he encountered a friend working at a hospital. The work his friend was doing interested him, and when he found out there was an opening, he applied for a phlebotomist position. His responsibilities centered around drawing blood and arranging for the processing of the samples. Later he took a position in a trauma center as a technician. All of his training was learning on the job.

Ron says that to do a good job in this field, you must be able to talk with people, and to show them that you care about them. It helped that he was raised in a large family with the philosophy of caring for others and being considerate of their feelings. Being a male has its benefits in terms of the occasional need for physical strength. However, Ron suggests that in order for a man to do well in this job, he must not have a "macho" attitude. And anyone going into the field will need a strong stomach.

Ron's goals are to return to the emergency medicine area, by going to school and getting certified as a paramedic. He feels that the training and experience he has received so far have been excellent preparation for that. According to Ron, working as a nursing assistant is a good way to find out if you want to go into the medical profession.

SUPPORT SERVICES SUPERVISOR
U.S. Forest Service

John Irish

- Age: 37
- Length of time on Job: 4 years
- Education/Training: 4 years of college, Associate of Arts degree
- Previous Jobs: small business owner, counselor
- Job Description: Supervises 2 full-time support staff and one volunteer, tracks and monitors budget for district, manages computer system, administrative analyst.
- Salary: $8.54
- Hours: 40 hours a week

John Irish's job with the Forest Service, running a Young Adult Conservation Corps program, was being phased out when he was offered a position as a district Support Services Supervisor. Knowing that there were not very many other positions he qualified for in the Forest Service, he decided to try the job. Since he had always found people-oriented jobs satisfying, this job was not drastically different for him.

Not having worked up throuh the clerical ranks, and not having clerical skills, to say nothing of being a man, has put John in a somewhat awkward position. He has taken some flack for not being able to type something up when the other support staff are occupied. However, because he was previously in a staff type of position (as opposed to support services), John is cognizant of the conditions staff people deal with in the field. This has helped give him insight into dealing with the problems which they bring to him for assistance. In addition, when he is participating in the budget process, his field experience helps him to spot inaccuracies.

John has found that to be a man in a traditionally woman's world of work means not fitting in when the conversations turn to "girl talk." He has also found that the career potential in this type of job is limited. However, he sees a challenge in fitting his generalist's skills into an organization where everyone is some type of specialist. After 4 years in his current position, John finds that job satisfaction is more important than job status.

BANK TELLER
Merabank

Karl Keium

- Age: 29
- Length of time on job: 10 years
- Education/training: BS degree, Natural Resources
- Previous jobs: cashier, bartender, restaurant work
- Job Description: cash checks, make deposits and withdrawals, customer service, open new accounts, beginning sales.
- Salary: $7-8.00/hr
- Hours: 20/wk.

While he was attending college, Karl began working at the bank because of the convenient hours. He has remained in the job for two reasons: first, because of the difficulty in obtaining Federal government positions whesre he can use his schooling. Second, he appreciates the flexibility it allows him, and he enjoys helping people. In his opinion, the position calls for someone who knows how to talk to people. In addition, Karl has found that when you "put a little extra effort into helping someone, that extra effort comes back to you in positive ways."

Bank tellers are usually women, but Karl does not feel affected by being a man in a traditionally female job. For the foreseeable future, and as long as he is single, he will probably remain in banking. Right now the pay is pretty good because of the number of years he has been with the same bank. In addition, he figures that even if he moves, there will always be openings for bank tellers.

ELEMENTARY SCHOOL TEACHER
Flagstaff School District

Dale Shewalter

- Age: 36
- Length of time on the job: 10 years in the field
- Education/training: BS degree, Physical Geography and Earth Science; MA degree, Elementary Education
- Previous jobs: Geophysics Technician, Biological Technician
- Job description: 6th grade teacher
- Salary: $25,000/year
- Hours: 45-50 hrs/week

Although he made good money in the field of Geophysics, Dale was not happy working with rocks and big corporations. When he observed the jobs of teachers he knew, it seemed to him that he might like to try it. So he went back to school and obtained a teaching certificate. As a student teacher, he taught in an alternative school for one year, and found that he really did enjoy teaching. He went on to work for 5 years as a Career Education Coordinator for the Flagstaff School District.

Since he became a 6th grade teacher 3 years ago, Dale has found his niche. Not only does he enjoy the job immensely, he has time for himself--an important consideration. He especially likes teaching 6th grade because "kids are at an age where they can still get excited about learning." Dale enjoys seeing the children motivated to learn, and feels he can really make a difference with kids at this age. It is particularly satisfying to be in a position to "make something which will last."

Dale has noticed that as a male teacher, the children seem to respond to his authority more readily. There are also some more subtle differences in the way the children respond to him, but he does not encounter any other effects of being a male in a traditionally female job. In fact, more and more men are entering elementary education careers. For the foreseeable future, Dale intends to remain in the classroom, because he cannot at present think of any job he would prefer.

PROGRAM COORDINATOR, HOME ECONOMICS EDUCATION
Arizona Center for Vocational Education

Skip White

- Age: 33
- Length of time on the job: 1 1/2 yrs.
- Education/Training: BA degree, Psychology/Sociology
- Previous jobs: millwright, handicapped/learning disability aide, medical social worker, small business owner, administrative assistant, employment services director.
- Job Description: Developing and marketing seminars to business and industry, on the topic of balancing family and work responsibilities.
- Hours: 40 hrs/wk
- Salary: $19,000-20,000

Skip put himself through school working as a cabinetmaker, which paid fairly good wages. But since he earned his degree, he has been attracted to more nontraditional jobs. While those jobs have not paid as well, he has found them rewarding--because they are people-oriented. Skip feels that for a man to do this type of work, he must be people-oriented and interested in helping others, and definitely not "macho."

Being the only male on the staff, as Skip often has been, has certain disadvantages. In staff meetings, he has found that he felt "like you're not a part of things" as discussions centered around more female-related topics. Nevertheless, he is comfortable working with and for women--more often than not his boss has been a woman. He feels that the key to this is his ability to communicate

In his current position, Skip sees himself as lending credibility to the selling of a new concept--that of the need for working men and women to share home and family responsibilities. For the future, he hopes to obtain higher-paid positions in which he can use his knowledge and skills. Ultimately, he hopes to become financially secure enough to pursue his dream of helping children by opening a ranch for underprivileged inner-city kids.

APPENDIX B

Evaluation

PROJECT EVALUATION
TRAINING IN NONTRADITIONAL OCCUPATIONS

The following are the results of the implementation of the evaluation plan.

1. Develop an instrument to get client feedback at end of traning.

**A student evaluation of the program was conducted at the end of the training. The questionnaire was handed out during the WIT session the last week of classes. Of the 15 students, 5 returned the questionnaire. The results of the questionnaire are attached.

2. Develop an instrument to get employer feedback after work experience.

**Work experience at actual employment sites was not included as part of the training through NBC.

3. Develop an instrument for teacher evaluation of trainees.

**Teacher evaluation responses are attached. On the basis of the comments received from both teachers and students, the following can be suggested for future improvement:

--The support group activities could be strengthened with more emphasis on self sufficiency, and a counseling component. Regular counseling sessions for each student and perhaps the group as a whole may uncover and deal with attitude problems and self-esteem problems.

--More time is needed to organize the instruction component, and in the provision of the instruction.

--A remedial skills component would assist students with low basic skills.

--More one-on-one instruction (perhaps with teaching assistants) may improve individual learning.

4. During training get teacher and student feedback on an informal basis.

Staff from this project and/or the cooperating WIT program were in weekly contact with students and instructors, and provided assistance as needed

5. Have committee evaluate course content.

**The curriculum abstract was sent to each committee member, and they were individually called for comments. The result was overall approval of the curriculum.

6. Record and analyze statistically student achievement of objectives and distribution of grades.

**NPC policy did not permit distribution of grades to anyone but the students.

7. If time allows, do a follow-up of trainees to see if they have gotten jobs, etc.

**A report on the follow-up is attached.

**STUDENT EVALUATION**
**BUILDING MAINTENANCE TRAINING**

(6 RESPONDING)

1. How do you think this training has helped you the most?
   —learning about power tools, feeling confident using them
   —helped my self-confidence in my abilities
   —can now get a job in construction
   —increased strength
   —helped with my depression
   —helped me choose a career
   —gained general and elementary building skills

2. What new skills did you learn?
   1-brick laying
   1-soldering for plumbing
   2-framing
   3-operate power tools
   2-basic construction info
   2-drywall
   1-masonry
   1-blunting nails

3. Rate your level of satisfaction with the course in general, as compared with your expectations (7 means it was better than you expected; 1 means it didn't come close to what you expected).

   1 / 2 / 3 / 4 / 5 / 6 / 7

   average: 4.1

4. Did you do as well as you thought you would in the course__, or better than you thought you would__, or worse__? (Pick one)

   3-as well as  2-better  1-worse

5. Which part of the course did you have the most trouble learning, (carpentry, plumbing, masonry, blueprint reading, housewiring, finishing, painting & wallpapering, glazing) and why?

   1-plumbing
   1-carpentry
   2-painting, wallpaper, glazing (one said wasn't started soon enough)
   4-housewiring (one said "had a block against it", another said "don't like electricity")
   2-blueprint reading

   5a. What would have made it easier for you to learn?

   1-more knowledge of math
   1-a live instructor
   2-more one-on-one
   3-more time

6. Would you rate this course as: extremely demanding_1_ demanding_3_ moderately demanding_1_, minimally demanding_1_.

7. How will you use what you have learned?
_4_to get a job _4_to help friends
_5_to continue with school ___other (please explain)
_6_home maintenance

8. Do you feel confident that you will be able to get a job using the skills you have learned in this course? Yes_3_ No_3_
8a.please explain:
yes: —enough to start as a carpenter's helper
—have a job waiting
no: —not enough hands-on experience in carpentry, brick laying, housewiring, plumbing.
—not enough skill

9. Were the support services you received (baby sitting, transportation, counseling, etc.) adequate? Yes_5_ No___.
9a. If not, how could we have improved them?

—counseling and job search could have been more extensive.

10. In your opinion, what were the best things about this program overall? (please explain)

2-hands-on training
2-new friends
1-practical as a learning process
1-getting tools
1-instructors who put a lot of time into the program
1-knowledge gained

11. What were the weaknesses of the program, and how would you improve it?
1-wasted time because of tardiness of students and teachers, and because of extended breaks.
1-lack of discipline
1-instructor who lost energy before end of program.
1-more help finding jobs or finding financial aid for during program.
1-better teacher/student participation, more individual attention from teacher.
1-more theory would strengthen practical.
1-more time on painting and glazing.
2-needed more time in everything.
3-teachers' lack of organization/planning

12. Would you recommend this program to a woman friend? Why?

yes: -they'd learn a lot
-potential for adequate living for a single parent
-if she had extra time
-if there's improved class activities, otherwise no because modules were boring.
-it was a learning experience

APPENDIX C

Follow-Up

TRAINING IN NONTRADITIONAL OCCUPATIONS

SUMMARY OF FOLLOW-UP SURVEY

Of the 15 completers, twelve were contacted personally. A message was left with the husband of one other, in hopes she would return the call and be interviewed. Another has left the state, and "hearsay" information on her was collected. No one knows of the 15th and last.

Of the fourteen for whom job information was obtained, seven are working--two in temporary jobs, and five in permanent ones. One is in a job related to the training. The average salary is $5.00/hr.

One is enrolled in a training program, three are awaiting admission.

Five of the twelve for whom income information was obtained are on some type of public assistance.

None of the respondents have used their building maintenance skills.

Four have plans to work in the next year, three have plans for school, and four have plans for work and school.

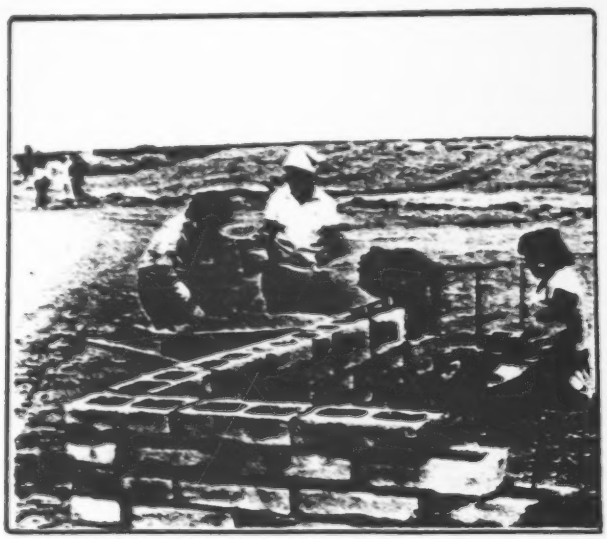
APPENDIX D

Project Report:

Model Handbook for Training in Nontraditional Occupations

# TRAINING

# IN NONTRADITIONAL



# OCCUPATIONS

ARIZONA CENTER FOR VOCATIONAL EDUCATION

# A MODEL PROGRAM HANDBOOK

# FOR

# TRAINING IN NONTRADITIONAL OCCUPATIONS

by

A. Hyatt Simpson

A Special Project of

The Arizona Center for Vocational Education

The Center of Excellence in Education

Northern Arizona University

September, 1986

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Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the Arizona Center for Vocational Education Project, like every program or activity receiving financial assistance from the Arizona Department of Education, must be operated in compliance with these laws.

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Special thanks for their time and valuable input also go to the Advisory Committee for Training in Nontraditional Occupations:

| | |
|---|---|
| Bill Anable | Flagstaff Medical Center |
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| Willy Wiegand | W. L. Gore and Associates |
| Fred Giles | NAU Physical Resources |
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# TRAINING IN NONTRADITIONAL OCCUPATIONS

## INTRODUCTION

> "Nontraditional jobs may not be right for every woman, but for many they are an opportunity to earn a good salary doing interesting, challenging work. Before choosing a nontraditional field, a woman must be well-fortified with information. She needs to explore and weigh her own values, needs, skills, and interests." (from Preparing for a Nontraditional Job)

The Arizona Center for Vocational Education (ACVE) Nontraditional Training Project was an attempt to find a workable strategy to reduce the barriers to entrance into nontraditional occupations in a rural area. The underlying assumption in our search for a strategy was that adult women in rural communities, especially single parents, are one of the populations most in need of higher-paying jobs which allow them to support themselves and their families. Yet traditionally, the majority of occupations in which women work are not high-paying--especially in rural areas. The alternative then, is for women to enter traditionally male occupations, where the pay is generally better.

Women, as single parents, find that there are numerous barriers to entering nontraditional occupations. In rural communities, the barriers include availability of training, affording the training, and access to daycare and transportation, among others.

The sex equity mandates of federal Vocational Education legislation provide direction and the means for reducing the barriers to entrance into nontraditional occupations. Under the auspices of vocational education funds, programs can provide the occupational training and support services which will help women gain the skills they need to enter nontraditional jobs.

Through a combination of resources, the Arizona Center for Vocational Education was able to broker training in nontraditional, marketable skills to a group of women from around northern Arizona. What follows is a description of the processes which resulted in that accomplishment. A model program is presented, consisting of the basic elements of outreach and recruitment, training, and support services.

## IMPLEMENTATION

### Project Goal

The goal of the project was to recruit, prepare, train, and support women in Building Maintenance. That occupation was chosen for two reasons: first, because the training could possibly be completed within one year. Second, because it is a nontraditional occupation for women which had reasonable employment prospects in Flagstaff and northern Arizona.

### Project Processes—Problems and Solutions

While it was originally intended that the training be conducted in Flagstaff, there were some overriding constraints which prevented that from happening. The following description of the unfolding of the project will provide insights into the kinds of problems one can run into, and the solutions which sometimes reveal themselves.

A committee was formed, of representatives of local employers and/or their building maintenance department heads. The committee was asked to provide input in two ways. The first was to help identify the competencies which they felt needed to be taught to qualify someone for an entry level building maintenance position. The second was to provide one or more of the trainees with a two-week work experience opportunity at the end of the training period.

Next, meetings were arranged between project staff and the available training providers. Because Coconino County has no community college, it contracts with Yavapai College. Through meetings with representatives from Yavapai College and Flagstaff community schools, it was determined that there was no way to provide the training within the year. Limiting factors were availability of a facility and instructors, and funding constraints.

Other resources were then pursued. NAU was not an appropriate source of training because it does not offer short-term, hands-on vocational courses. There was no other training provider in Coconino County, so at the suggestion of a committee member, discussions were held with representatives of Northland Pioneer College (NPC) in Winslow.

It was discovered that NPC offers a certificate program in Building Maintenance Occupations. When the Nontraditional Training concept was presented to the NPC administration, they were interested in participating. Northland Pioneer College agreed to offer, on a trial basis, a 4-month intensive course in Building Maintenance for a group of women to be recruited and screened through the ACVE Nontraditional Training project. They were able to include in that time period sufficient class credits for the completers to receive a Certificate in Building Maintenance Occupations.

The project advisory committee had begun to identify the competencies for entry-level building maintenance workers. Since NPC had a curriculum in place, the committee was asked to review it for use with the Nontraditional Training project. Based on the competencies they had already identified, they approved the curriculum, with some minor additions.

As the project entered the recruiting stage, several barriers to participation by the target population were identified. Wo/Men in Transition (WIT), a program for displaced homemakers also housed at the Arizona Center for Vocational Education, provided valuable resources needed to overcome those barriers. The program offers an alternative source of financial assistance for training and associated costs to qualified applicants, when the assistance is not available elsewhere.

Although their service delivery area does not include Coconino County, NPC is able to provide training to students who travel to their facility. Therefore, the area for recruiting for the Nontraditional Training project was extended beyond Navajo County, to include Flagstaff. The college's Winslow facility was the site of the training, which facilitated the inclusion of Flagstaff (which is only one hour away). NPC has a shuttle bus system that made it possible to accept students from as far away as Snowflake, an hour in the other direction. WIT was able to provide funds for transporting students from Flagstaff.

The geographic spread of the class participants and the timeframe of the class prohibited the inclusion of the work experience component, as discussed with the advisory committee. However, plans for building projects around the campus were worked into the schedule, in addition to the hands-on instruction in shop.

## COMPONENTS OF THE MODEL PROGRAM

To assist other organizations which might wish to develop a program for training in nontraditional occupations, the model program components are presented here. Included are some insights into what might make such a program work—or not work—based on the experiences of our project. The components are outreach, recruitment, training, and support.

### Outreach

The goal of the outreach component was to establish an effective public relations program. Since the target population for this training was to be needy single parents and displaced homemakers, the WIT referral network was tapped.

Two months before the start of the training, information about the program was disseminated to:

* social service providers
* health providers
* public and private employment agencies
* public and private training agencies
* women's groups
* other relevant community organizations.

A sample plan for outreach and a sample program announcement are presented in Appendix A.

**What worked:** Personal contact with key service and training providers, such as DES Job Services and JTPA, proved to be very valuable. They were much more interested in assisting with referrals once the program had been explained in person.

**What did not work:** When we agreed to work with NPC, the time frame for outreach was compressed, so we did not make presentations to public service organizations. However, for an ongoing and proven program, this would be an excellent way to obtain community support and involvement in other aspects of the program.

### Recruitment

The goal for recruitment was to advertise the training program to the target group population, and enroll 20 people in the class with NPC. As a result of recruitment efforts, 20 women enrolled in the course. They ranged in age from 20 to 52. Half were either Native American or Hispanic. All but three were single parents, and all were low-income. They came from Flagstaff, Winslow, Holbrook, Snowflake, and Dilcon. A sample recruitment plan and recruitment flier are presented in Appendix B.

At least one and one half months before the enrollment cutoff, fliers were distributed to the same organizations who were participating in outreach. We requested that relevant staff be given a copy, and that at least one flier be posted where clients would see them.

The program was announced through articles in the local papers, as well as on radio spots. While television was not utilized, it is recommended for programs which would be recruiting larger numbers.

Visits were made to some of the centrally located outreach sites, to answer questions from interested individuals, and to take applications. The visits were announced in the local papers and on radio stations in advance.

**What worked:** Having access to a special setaside of training funds for this population made it all possible. At a minimum, it made the process of enrollment and fee-paying smoother, because of the streamlined procedures.

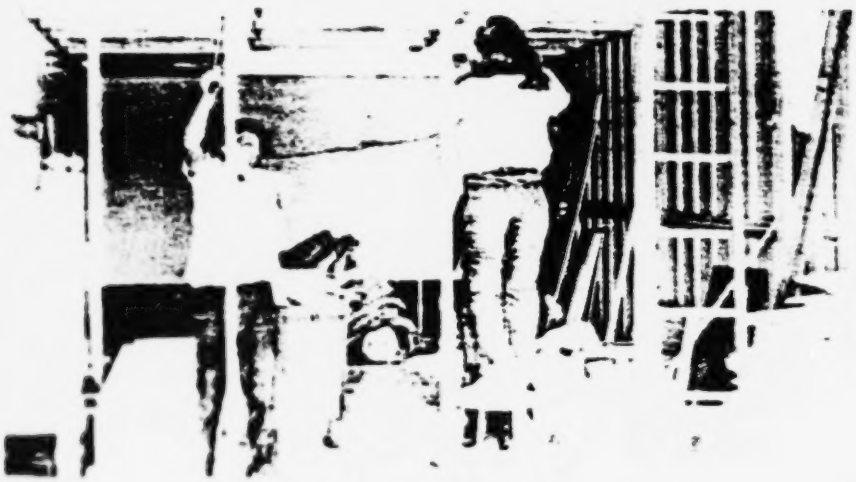
Among all of the service providers, Headstart Centers were an especially effective place to advertise to the target population—it was where the majority of the callers had seen the fliers. In addition, DES Job Service offices were extremely helpful in referring qualified applicants.

A good suggestion was to place ads in the classifieds, especially in the free papers. Several people responded to the advertisements. Some papers will give a discount for nonprofit organizations.

A waiting list of interested, qualified applicants was created to replace last-minute drop-outs. The list could also have been used to substitute for those who dropped the course in the first week or so, depending on the instructors' advice.

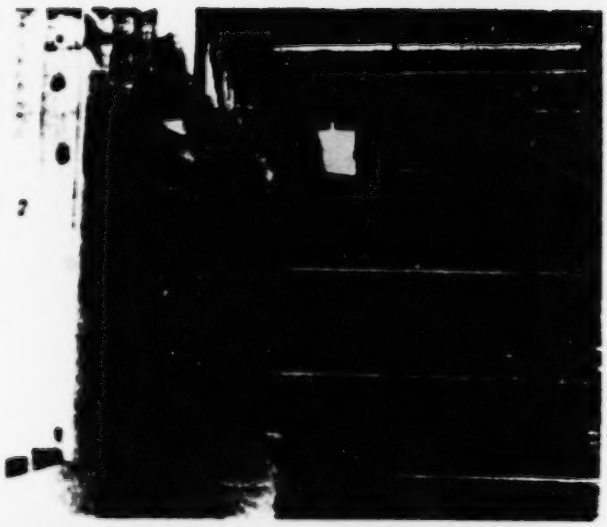
**What did not work:** The flexibility to begin recruitment earlier may be adviseable for two reasons:

1. Financial Aid Find out ahead of time what the cutoff dates will be for student financial aid, if it is applicable. While our people were enrolled with the college in time, it was too late to get financial aid in advance.
2. It seemed to take a long time for the calls to start coming in, in response to the program announcements. As a result, we went through a lot of worry that we would get enough students enrolled. Because of that worry, we may have admitted some women to the program who were not as motivated as would have been desired. With more time, more in-depth screening would have been possible.



Framing

Wiring



Hanging
sheet rock

Training

The goal for the training component was to prepare and train 20 women in Building Maintenance. The proposed plan was to begin the class in late February, and complete by the end of June. Classes were scheduled for 8:30am to 4:30pm, Wednesdays, Thursdays, and Fridays. During the four month period, it was expected that the group could complete the 22 credits necessary for NPC's regular Certificate of Applied Science in Building Occupations/Maintenance. The curriculum is shown in Appendix C. A sample of the costs associated with the training are shown in Appendix D.

One hour a week was devoted to a class conducted by Wo/Men In Transition staff, on such subjects as career decisions, job readiness, balancing work and family, etc.. In addition, three women who work in building maintenance occupations were brought to one of the weekly sessions. They talked about their own career decisions and their experiences on the job, and a group discussion followed. Information was also provided to the class about apprenticeships and scholarships for continuing their education.

**What worked:** A group of women completed an intensive course in Building Maintenance—an area in which most of them had little if any knowledge.

The flexibility of the training provider allowed the class to be offered for a special group, and to be scheduled according to the needs of the program.

The instructional mode was geared to the adult learner, as well as to beginners.

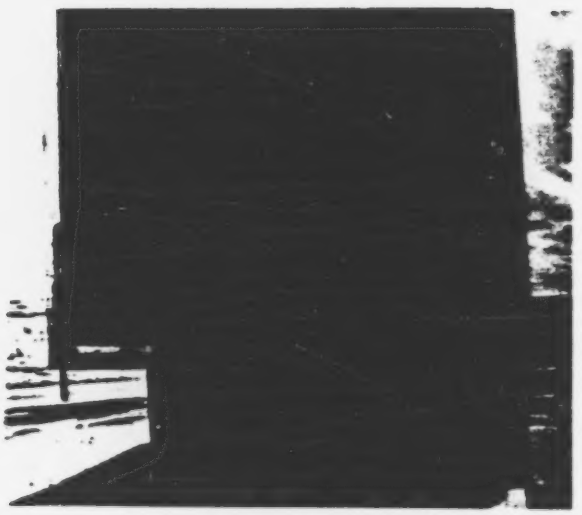
Tools were provided to the students within two weeks of the beginning of the class, which demonstrated our commitment to them.

Two other things about the success of the program stood out:

- *Limiting the group to women only encouraged them to enroll in the first place.
- *The hands-on nature of the classes helped maintain the interest of those who completed—they were able to see their progress on projects. They also saw their own abilities develop—such as being able to read blueprints, or work with power tools without fear.

**What did not work:** The enrollment was limited by NPC to twenty students. Of the twenty, five women dropped out of the program (that is said to be low attrition for the type of program). While some attrition cannot be helped, perhaps it would have been less if counselors were more intensively involved from the beginning of the class.

First Class Project: Installation of a dust collection system.



Next Project: Sheet rock to unload and hang.

Instruction on power tools.

There seems to be almost a consensus between students and instructors that the program should have been run on a normal semester basis, possibly in evenings. It may have been too intense, with three 8-hour days a week for four months.

There was need among some students for remedial work in math and reading, which should have been attended to at the beginning of the class.

It is probable that this group (this type of population) needed more individualized instruction--if only to boost self-confidence.

The projects around campus probably did not provide enough of a work experience for the students. Many of them still did not believe that they had entry level skills when they completed the program. Even for a short time, a structured work experience at an actual place of employment may have been important in helping them better realize their abilities.

Support

The goal of this component was to attempt to provide the types of support these women needed in order to overcome some of the barriers to participation in the program. The barriers which were identified were assistance with school fees, tools, books, child care, transportation, and bureaucratic red tape, and the need for psychological support and "job readiness" skills.

**What worked:** Financial aid for the participants, for tuition, fees, books, and tools, was critical to their participation in the training.

An incentive to stay in the program was the provision of tools—which was made with the condition that they could only keep them if they completed the program.

Having funds available for child care was the next most important element. The funds were either provided through WIT, or assistance was provided in applying for DES child care payments. One-half of the participants utilized support for daycare.

Transportation assistance was another key, especially for the Flagstaff participants. The four women from Flagstaff would not have entered the program without it. Transportation was arranged for them as a group, again out of WIT funds. One-third of the program participants made use of transportation assistance.

The support group which was formed among the students through the weekly discussions was a plus for the women. It gave them a chance to talk about their anxieties and problems which related to balancing their work and family responsibilities. The group was a key factor in helping maintain morale during the program.

Some of the students have also kept in touch with one another and provided mutual support since the end of the training.

The involvement of project staff in identifying and working out problems among the students, and to some extent between the students and instructors, appeared to be a key factor in keeping the training program together. Because this was not the usual student population, constant contact with the students and instructors to intervene in and anticipate problem situations is critical.

Another positive experience for the students was graduation. Those who were able to attended NPC's graduation ceremony on a Friday night. For some of them, it was the first such ceremony in which they participated as graduates. It was an emotional, gratifying experience for all.

**What did not work:** Absences and personal problems of the students took its toll on class progress. This must be expected with this type of population, and might have been mitigated by arranging more contact between the students and the school counselors, or other counseling professionals from the community. Also, as stated earlier, the length of the program probably caused additional stress.

In retrospect, more emphasis should have been placed from the start of the program on exactly what the program objectives were for the students. It should have been continually emphasized that they were being provided with resources to use to enhance their own situations. Unfortunately, because this type of population in general has grown accustomed to having services provided for them by the welfare system, they come to expect that of all programs. More attention needs to be focused on the intent that they become more self-sufficient through the skills they are learning.

## CONCLUSIONS

In areas of the state where training resources are limited, much networking and advance preparation are needed. But regardless of the location, certain steps need to be followed in developing a program for Training in Nontraditional Occupations:

1. Identify high demand, nontraditional occupations in the community.
2. Identify the training providers.
3. Identify an appropriate curriculum.
4. Identify the target population.
5. In conjunction with the training provider, develop training and support plans, taking into consideration the special needs of the target population for incentives and services.
6. Develop a work experience plan.
7. Develop plans for outreach and recruitment.
8. Network with social service providers for assistance in outreach and service provision.
9. Implement plans.

Based on the experience of developing this model, certain considerations will facilitate design and implementation of a program:

*Involvement of the community—employers, service providers, and training providers.
*Personal contacts with outreach and service providers.
*Financial aid for participants' direct training costs.
*Enough time to adequately advertise and recruit.
*Screening to determine remedial education needs of participants.
*A training schedule which will not burden participants and instructors.
*Support services which will meet the needs of participants.
*Emphasis to participants on the need to develop self-sufficiency.
*A meaningful work experience component.

# OUTREACH PLAN

GOAL: Establish an effective public relations program.

OBJECTIVE: During the month of January, Disseminate information about the program to social service providers, public and private employment and training agencies, women's groups, and other relevant organizations. Emphasize the quality of the educational experience as well as employment prospects. Stress the skills which can make displaced homemakers competitive in the labor market and increase earning capacity. Request assistance in recruitment.

ACTIVITIES:

1. Prepare fliers announcing/describing program - one for professionals, one for potential clients.

2. Send flyers to social service providers, etc.

3. Contact key public service organizations to make presentation on the program and request assistance in recruitment.

4. Personally contact key service providers and employment/training organizations to explain program and seek help in recruitment.

5. Establish contact with professional practitioners as potential referral source.

# ANNOUNCEMENT

***TRAINING FOR WOMEN***
***IN***
***BUILDING MAINTENANCE***

***The Arizona Center for Vocational Education, in conjunction with Northland Pioneer College (NPC), is offering a training program aimed at recruiting and training women from Northern Arizona in nontraditional occupations. The program is open to all women, especially homemakers and single heads of household who need training to help them get a job, or to get into a job that pays better than minimum wage.***

***This year, a training program in Building Maintenance, geared especially for women with no experience or training in that area, will be offered at NPC in Winslow. The curriculum covers Carpentry, Plumbing, Electrical, Masonry, and associated Building Maintenance subjects. Hands-on work experience and employment readiness workshops will also be included in the program. Trainees will receive a Certificate of Applied Science in Building Occupations/Maintenance upon completion.***

***No prior experience is necessary. The program will run from February 24 through June 27. Trainees must be registered by February 18, 1986. Financial aid is available. Transportation will be available to Winslow from Flagstaff, Holbrook, and Snowflake.***

***We would like to request your organization's help in recruitment. It would be a great help to us if you would keep this program in mind, and refer any women who you think would be interested in participating in the training. Enclosed are fliers describing the program, which you might post for your visitors, and distribute to your personnel.***

***If you have any questions about the program, or have suggestions which would facilitate recruitment, please call me at 523-5442.***

***THANKS FOR YOUR HELP!***
***(Ms) Hyatt Simpson***
***Project Coordinator***

# RECRUITMENT PLAN

GOAL: Locate and recruit target group individuals

OBJECTIVE: Between February 1 and mid-March, recruit at least 25 women for training in building maintenance.

ACTIVITIES:

1. Distribute recruitment information to all cooperating organizations.
2. Contact all media for announcements of program. Emphasize the benefits the program offers to the community as well as to the student.
3. Post recruitment fliers around the community in prominent places (personnel offices, libraries, Headstart centers, post offices, etc.)
4. Design forms to keep records on new applicants near about the program, and which outreach/recruitment strategies work best.
5. Send all applicants through WIT's vocational testing and counseling.
6. Screen applicants on the following criteria:

Preference will be given to:

- single mothers and homemakers.
- persons with H.S. diploma or G.E.D.

# TRAINING WOMEN FOR NONTRADITIONAL JOBS

**Are you looking for something different?**

* A job that offers variety and opportunity;
* A job where you can use your hands and your brain;
*A job that usually starts paying more than minimum wage;
* A job that is not tied to an office or a kitchen?

**Then you need TRAINING in a nontraditional job!!**

We are sponsoring a training program in **Building Maintenance (Carpentry, Electrical, Plumbing, etc.)...**

especially for **WOMEN** with **No** experience or training in those areas.

If you **Want to Learn** some new skills which can help you get a new job:

| | | |
|---|---|---|
| Call **Hyatt Simpson** - | **at 523-5442** | **in Flagstaff** |
| **Jane Alexander** | **at 289-4633 x25** | **in Winslow** |
| **Mike Brown or Luanne Davis** | **at 524-6111 x217** | **in Holbrook** |

**AND, ASK ABOUT THE BUILDING MAINTENANCE TRAINING FOR WOMEN**

****Financial Assistance is available****

A Cooperative Project Between the Arizona Center for Vocational Education and Northland Pioneer College. Funded by the Arizona Department of Education.

## BUILDING MAINTENANCE OCCUPATIONS

### CURRICULUM

BOC 100 Beginning Carpentry 3 credits
Introduction to the carpentry trade. Topics include: Safety, hand tools, power tools, woodworking machines, lumber types and grades, bill of materials, measurement, fastening and sequence of work.

BOC 110 Plumbing I 3 credits
Introduction to the plumbing trade. Topics include: Plumbing plans, safety, materials, fittings, joining, drain-waste-vent systems, water service, fixture installations, and leak testing.

BOC 115 Masonry I 3 credits
Introductory course in masonry skills with the emphasis on laying brick. Topics include: Masonry safety, tools, and equipment, principles of mortar and bonding, mixing mortar, types and designs of cinder block, reading masonry construction drawings, layout and line techniques, laying block, laying brick, and estimating for masonry product.

BOC 118 Building Maintenance 3 credits
Practical instruction for proper maintenance servicing and minor repairs for commercial, industrial, religious, and other public buildings. Topics include: Finish preparation, finishing, waxes, cleaning and minor repairs.

BOC 140 Blueprint Reading 3 credits
Fundamentals of blueprint reading for the building trades people. Major topics include: Drawing types, reading floor plans, scaling and dimensioning, extracting structural information, deciphering detail drawings, reading blueprints for trade information.

BOC 150 Housewiring I 3 credits
Introductory course on housewiring principles. Topics include: Terminology, safety, component and wiring plans, tools of the trade, connections, switches and receptacles, nonmetallic sheathed cable and grounding systems.

MOL 115 Building/Home Maintenance-Painting and Wallpapering 2 credits
This is a self-paced individualized program with "hands-on" work experience. Covers preparation and painting of metal and wood surfaces, repairing and installation of plasterboard, repairs of plaster, painting of plaster and plasterboard, estimating and applying wallpaper.

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| WOL 120 | Building/Home Maintenance-Glazing<br>This is a self-paced individualized program with "hands-on" work experience. Covers glazing techniques for glass, cutting, sash preparation, types of glass, storm and screen sashes, and installation methods. | 2 credits |
| HDF 199 | Transition Survival<br>Course to be designed by "Wo/men in Transition." | 1 credit |

## TRAINING COSTS

| Item | Per Student |
|---|---|
| Tuition and Fees | $ 60.00 |
| Lab fees | 50.00 |
| Personal safety gear | 40.00 |
| Books and supplies | 160.00 |
| Tools | 300.00 |
| | $310.00 |

Suggested tool list:

- tool bag
- hammer
- tape measure
- square
- handsaw
- chisel(s)
- screwdrivers
- continuity tester (VOM if affordable)
- tubing cutter
- miscellaneous hand tools
- nail sets
- level
- electrical pliers
- knife
- pipe wrench(s)
- adjustable wrenches
- catspaw nail puller
- propane torch
- glass cutter